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ABSTRACT

Within the last 10 years, attention has been directed toward discovering and solving the unique needs and problems of Texas' minority group students. This bulletin briefly describes 16 programs, in operation in school districts throughout the State, which are effectively serving these students. Selected because they are representative of the quality of education which prevails in Texas schools, each program is different in its approach. They cover such topics as bilingual education, cultural awareness, migrant education, vocational education, reading instruction, ethnic studies, child appraisal, resource centers, and teacher inservice education. Among the programs are: (1) Laredo's one classroom where Mexican American students learn to be bilingual office workers; (2) an ethnic studies program in a Bay City junior high school which begins as a 7th grade Texas history unit and culminates in a community wide ethnic fair; (3) a concerted effort by Tyler curriculum writers to supply social studies and English teachers with information about the contributions of blacks to the nation's development; (4) the provisions of alternative approaches to the entire high school education process in the Houston public schools; (5) the Ethnic Studies Program in San Angelo; and (6) the migrant education programs in Mercedes. (NQ)

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Reaching Each Child

Programs for Texas Minority Students

U.S. DEPARTMENT OF HEALTH,
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Reaching Each Child

Programs for Texas Minority Students



Reaching each child—
the role of the public school
educator in Texas. Here is how 16 schools
work toward that goal.



February 1975

TEXAS EDUCATION AGENCY
201 East Eleventh Street
Austin, Texas 78701

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a non-segregated basis;
- (3) non-discrimination in extracurricular activities and the use of school facilities;
- (4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the ground of race, color or national origin;
- (6) non-discriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Foreword

Texas schools, in their determination to provide a quality education for all children, have produced many programs designed to meet the unique needs of the state's minority population. This bulletin features 16 programs, all different in their approaches and each designed to meet the needs of these school students. The people who work in these programs have agreed to share their experiences and their plans with other educators. It is our hope that the information in this publication will foster continuing efforts to provide all Texas children, regardless of their ethnic backgrounds, with the finest education the state's citizens can provide.

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Introduction

Promising Educational Programs Serve Unique Needs Of State's Varied Minorities

All students in Texas schools have common needs: good teachers, instructional material to which they can relate, well-equipped facilities. However, within the last 10 years much attention has been directed toward discovering and solving the unique needs and problems of the pupils of minority groups present in the state's public schools.

These needs must be met in many different kinds of classes and situations. Perhaps a special class for as few as 20 students will suffice; or a system-wide program in a large, urban school district, providing a particular service to thousands of students, may be required. What is important is that school administrators and teachers have recognized that unique needs exist and that Texas schools are concerned with meeting those needs.

This bulletin was prepared to present information about some of the programs that are in operation in school districts throughout the state that effectively serve minority group children. As the information was collected and prepared, these basic premises became evident:

--"disadvantaged" and "minority" are not necessarily synonymous terms. Some minority children are disadvantaged, some are not. An English-speaking child in Texas who has had limited opportunities to learn



Spanish may be "disadvantaged";

--a program containing equal numbers of several racial groups is not necessarily a truly multicultural program, if it is not discovering and serving the particular needs of all the groups;



--a program containing but one ethnic group of students can be multicultural if it is helping those students prepare themselves to function efficiently in Texas with its pluralistic society;

--programs designed to help minority group children should not necessarily be remedial;

--all types of students are found among all groups, from those requiring special education classes to the academically talented and gifted who need accelerated courses. Programs serving the needs of minority children should recognize this fact.

Only 16 programs are described and pictured here; there are many more. These 16 were selected because they are representative of the quality of education that prevails in many Texas schools. They range from one classroom in Laredo where Mexican American students learn to be bilingual office workers to an ethnic studies program in a Bay City

junior high school that begins as a seventh grade Texas history unit and culminates in a community-wide ethnic fair--from a concerted effort by Tyler curriculum writers to supply social studies and English teachers with information about the contributions of blacks to the development of the nation, to providing alternative approaches to the entire high school education process in the Houston public schools.

It is the purpose of this bulletin to provide the educator, the school board member, the concerned citizen with ideas that work. The school people who have described their programs invite questions about how these programs were developed and the results they are having in their schools and communities. Many of the programs were financed, wholly or in part, through various federal sources such as the Elementary and Secondary Education Act and the Emergency School Assistance Act. Others are supported completely by local and state funds. More information about these particular sources of aid can be obtained by contacting the appropriate Texas Education Agency office.

Harlingen

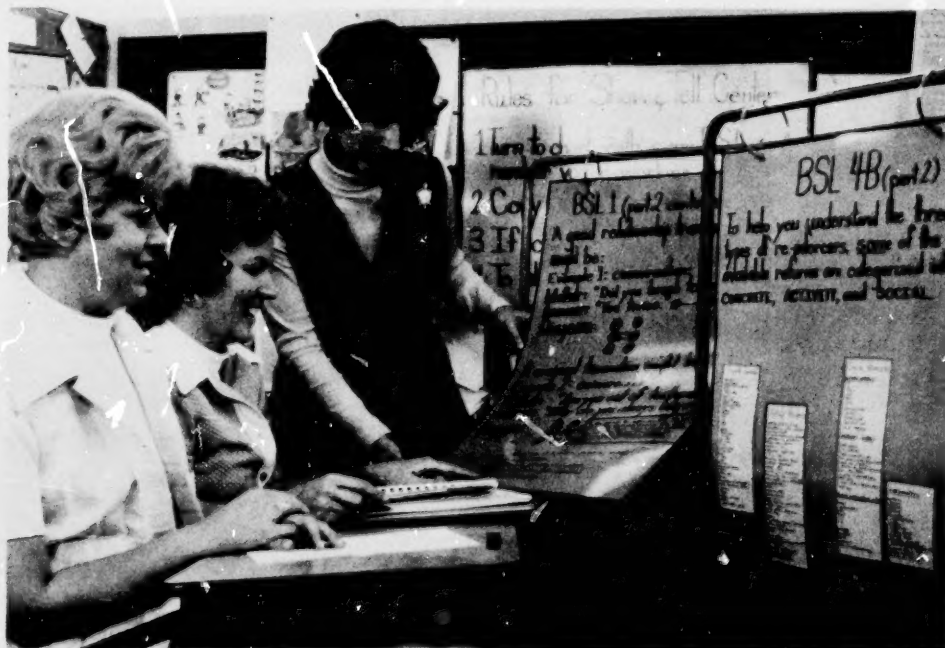
Teacher Renewal Center Helps Elementary Instructors Meet Specific Needs of Each Child

"The fact of individual differences has been proved beyond question and no one can conscientiously argue against the right of the pupil to grow to his maximum potential or against the provision of a continuous learning experience for each child as he progresses through public schools."

This quote is from the introductory material supplied to teachers scheduled to visit the Harlingen CISD Teacher Renewal Center. It reflects the district's belief that new ways must be found and implemented to organize schools to provide an educational program available

to the individual pupil when he or she is ready. This approach gains added importance in a district which has a racial makeup of approximately 70 percent Mexican American, one percent black, and 29 percent from other ethnic groups. The varying groups have needs and problems, which can be met most effectively through highly individualized programs. Using a Title III, Elementary and Secondary Education Act, grant and local funds, Harlingen has taken a big step toward implementing a "continuous learning experience."

The Teacher Renewal Center is



Teachers learn to individualize using the same approaches they will develop for their own classrooms.

housed in a typical classroom on an elementary school campus. A full-time staff of three counselors directs the program, builds new material to use, and "teaches" the teachers who go through the Center.

The Center ended its first year in May 1974. At that time, 66 elementary teachers had completed the program. They represent all six grade levels from all 12 elementary schools in the district. They were selected because they were considered to be key teachers and would be the logical people to act as change agents on their campuses.

The teachers are relieved of their classroom duties while participating in the project (specially trained substitutes take their places). They spend six and one-half days in the Center during the core training session, return 10 weeks later for another three days of instruction, then begin to integrate what they have learned into their course of instruction.

Instruction in the Center is conducted through a series of modules. For instance, one module, entitled "The Culturally Different Child," emphasizes the techniques that can be used to work with children with widely diverse backgrounds and needs. Other modules deal with such topics as behavior modification, flexible scheduling, room arrangement, and record keeping.

The program itself operates on these bases:

- (1) Do for teachers what the district requests that the teachers do for the students--individualize;
- (2) Train teachers in how to individualize instruction, as most of them have not been trained to do so in their preservice and inservice teacher training programs;
- (3) Select teachers who already individualize their instruction to some extent, find out where they are, then take them from

that point;

(4) Believe and work from the belief that, even in an individualized program, the teacher is still the most important aspect of the program;

(5) Use only those devices in the program that are available to the teachers for use in their own classrooms, and provide them with adequate material, supplies, and equipment to do a good job;

(6) Follow-up and monitor implementation, modification, and improvement of the techniques learned by the teachers and put into use in their classrooms.

The sixth step is considered to be one of the most important by the Center staffers. After a teacher has completed the initial six-and-one-half days in the program and returned to the classroom, a Center staff member will begin a series of regular visits to that teacher to aid in implementing the techniques learned in the Center.

Evaluations indicate that all 66 teachers have incorporated at least part of what was learned into their programs and have begun to influence other teachers on their campuses.

Participants in the Harlingen program receive graduate credit given by Texas A&I University and paid for by the school district.

Plans for 1974-75 call for four centers--one of them designed to aid the bilingual teachers, and one a joint project with Region I Education Service Center and Pan American University participating.

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'Confluence of Cultures' Gives Students Chance To Discover Richness of Their Own Heritage

Good programs usually accomplish more than the original plans call for. The Confluence of Cultures program at McAllister School in Bay City is proof of that statement.

What began as a federally funded project to change the focus of instruction from a traditional method to a more individualized one using the facilities and resources of a learning media center, evolved into a community-wide Folk Fair involving most of the schools in Matagorda County, attracting large audiences and the attention of many people around the state.

The project also resulted in the collection of a significant body of teaching/learning material that is used not only by the Texas history classes it was designed for, but by social studies teachers throughout the system.

The program began in the fall of 1972 when a resource unit in seventh grade Texas history was developed. Sixty-five students participated in the 14-week course originally entitled "Confluence of Cultures in the Gulf Coast Region" but narrowed to Matagorda and surrounding counties. The unit was designed to enable students to learn to value their heritage as young Texans through the study of the history of their own region of the state.

The broad outcomes expected from the program were:

- (1) a knowledge of the colonization of Texas 1821-1845;
- (2) A knowledge that ordinary people played just as important a part as celebrities in the development of the history of Texas;
- (3) A demonstrated increased interest in and appreciation of the contributions made by all ethnic groups who helped to settle the Matagorda area.

These objectives were met, but what pleased the administrators and teachers at McAllister even more were the side effects the program had on their school and its students. Those effects included:

- (1) An obvious lessening of racial tension on the campus. According to the principal, students now relate to each other more easily, having developed a better understanding of the characteristics of the various ethnic groups that make up the student population at McAllister (32 percent black, 8 percent Mexican American, 60 percent "other").
- (2) A willingness on the part of the students to accomplish their goals, in class and out, through cooperation with other students and with teachers and administrators. The Student Council, for instance, has become a much more

representative organization with all ethnic groups participating in its activities.

(3) An increase in ethnic pride. This is a major factor, according to the principal. Students who tended to ignore their own backgrounds now take pride in the contributions the members of their race have made and are making to the development of the area.

(4) An increase in family cooperation. Students found it

necessary to discuss at length their backgrounds with their parents, grandparents, and other family members. This has resulted, according to the principal, not only in closer family ties, but also in a better understanding and appreciation of the school and its program.

The Folk Fair itself exemplifies the broad influence of the program. It features music, dancing, native costumes and food, and exhibits. Over 5,000 people attended the second year's fair. The Institute of Texan Cultures in San Antonio lent its support and has used the Fair as a pilot project on utilizing Institute resources in schools.

McAllister officials now plan to hold the Fair two years out of every three. However, they consider that the project's real benefit lies in the amount of material--textbooks, films, slides, tapes, posters--that has been produced and is in use daily by the teachers in the schools.

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The Folk Fair culminates the Confluence of Cultures program.

Blacks' Role in History, Arts Subject of Special Project Aimed at Improving Curriculum

"Many social studies textbooks have tended to ignore the contributions, past and present, of black people to the development of the United States."

This comment from the director of secondary curriculum, Tyler ISD, is the basis for a project designed to provide social studies and humanities teachers with information about contributions of blacks that fits logically into the already-established curriculum. The result of the on-going project is an orderly, systematic procedure for gathering, organizing, and disseminating the information, following these steps:

(1) Meetings and workshops were held, involving counselors, teachers, students, and administrators, and a bibliography of available books, articles, films and other resources was prepared, as well as an overall plan of operation;

(2) Questionnaires were sent to all social studies teachers, asking them what multi-ethnic materials were available to them and how they were using them;

(3) A multi-ethnic committee was established to develop guidelines for dissemination of information and to make suggestions as to how the information could be integrated into the regular curriculum;

(4) All possible material was gathered. First, rough drafts of curriculum guides were prepared, and after much discussion and revision, final copies of guides for social studies and language arts were prepared, showing teachers how to integrate the new material into existing guides;

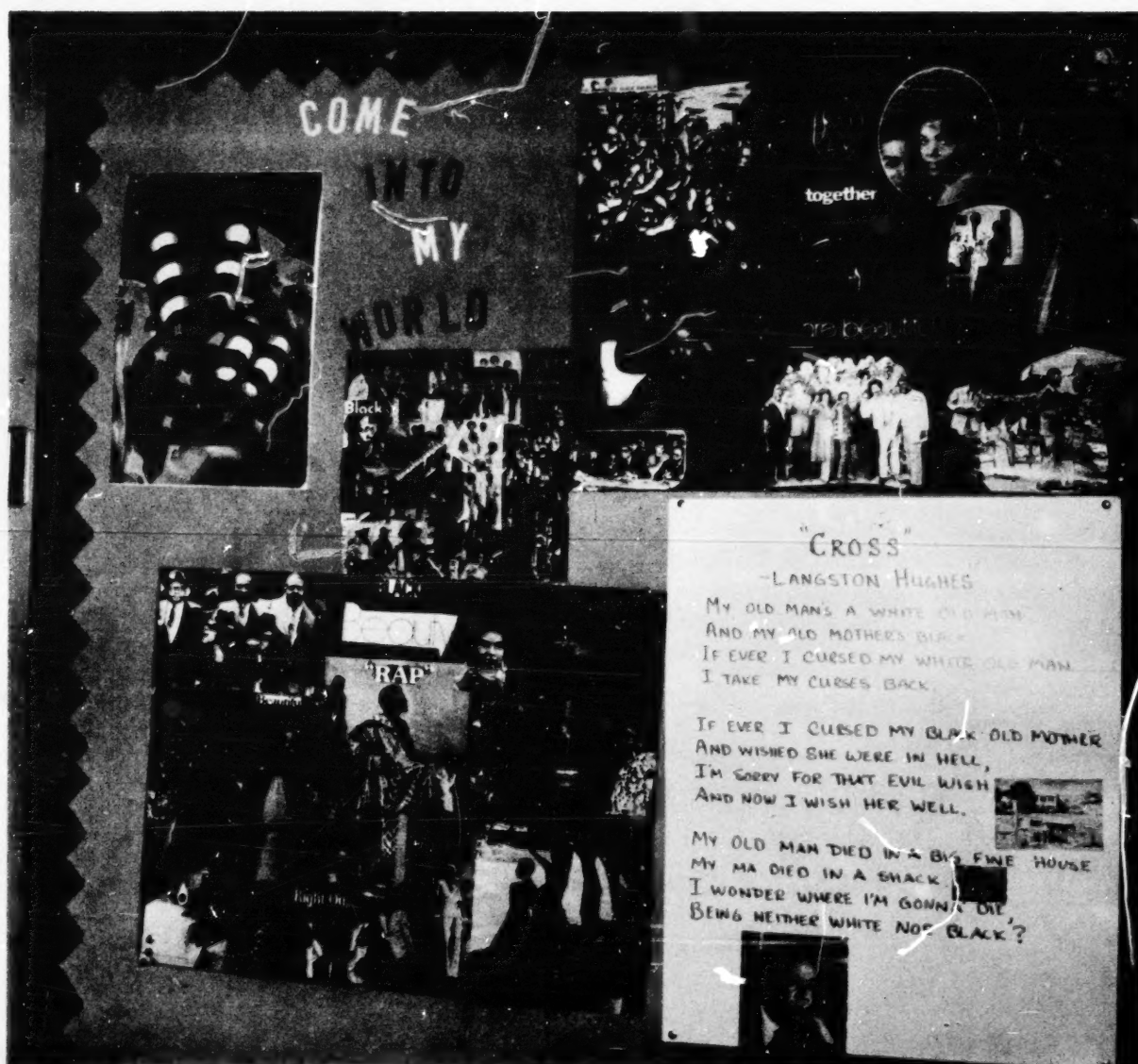
(5) In the fall of 1972, preschool workshops were held, and instruction was given on utilizing the multi-ethnic material;

(6) A special workshop was also held for all secondary principals, designed to acquaint them with the available material and to inform them of the uses that could be made of it;

(7) A utilization study, conducted by the district's media center, determined the use that was being made of the special materials available there;

(8) A questionnaire was again sent to all involved teachers, asking them for information on the usefulness of the information and for suggestions as to how it could be improved.

Involvement of many groups, especially organizations made up predominantly of blacks, was solicited, drawing upon the expertise of each individual concerned.



Displays in classrooms illustrate the efforts aimed at emphasizing the contributions of blacks in the development of the United States.

Tyler officials believe that their purpose has been met: provide information about the contributions of blacks to the development of the country and integrate the information into the regular social studies courses.

Federal funds were used to implement the program and to provide money for teachers to participate in Project Philemon, which is designed to assist schools in East Texas in solving instructional problems associated with integrated instruction. Local funds are now being used to keep the information in

the media center and in the curriculum guides up to date.

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Cultural Variations Focus Of Ethnic Studies Program; Students Respect Differences

San Angelo teachers and administrators believe that the public schools should create a learning environment in which "cultural differences and ethnic value systems," says the social studies coordinator, "are understood and accepted to the extent that students no longer feel it necessary to limit their association to members of their own group either in the classroom or in extra-curricular activities."

Because of this belief, the district instituted the junior high ethnic studies program. After completing two years, it has become an integral part of the social studies curriculum.

The program utilized a Title III, Elementary and Secondary Education Act, grant of \$40,000 the first year, but has been locally funded since that time. Originally the project involved 10 teachers who received stipends for eight weeks of summer work to develop student-tested units of study. Twenty-six students were employed and used in classroom situations where the materials and teaching strategies were presented for student reaction.

From this initial experience came a series of 15 units employing strategies ranging from large-group to small-group to individualized processes. All were designed to stimulate high levels of involvement of students, not only in the classroom but also in community activities.

Specific units include Citizen-

ship, Prejudice, the Melting Pot, the Mood of the Twenties, Poverty, Immigrants, Slavery, the Civil War and Reconstruction, Minority Cultures, Texas Politics, the American Indian, the Depression, plus a series of single concept units ranging from the origins of people's names to sports.

The junior high used to pilot the program was selected because its student body reflects the ethnic composition of the community (approximately 38 percent Mexican American, 10 percent black, and 52 percent "other"). Even though the entire program is centered in one school, copies of the units are used regularly by teachers in many of the other junior and senior high schools.

In addition to the teaching units, many other materials have been prepared, including slides, video tapes, displays, and a guide detailing the goals and objectives of the program.

Each summer staff members participate in an eight-week training program, in addition to regular inservice. Consultants, especially from Angelo State University, are brought in to provide information on subject matter and teaching techniques.

Evaluation is conducted on-site, again utilizing ASU professors. Program content, appropriateness of material, effectiveness of teaching strategies, and overall results of the program are studied. Members of a multi-ethnic advisory council also

participate in the evaluation process,
visiting classrooms and providing input.

The principal of the junior high
where the program is conducted gives it
credit for easing racial tensions on
the campus. He stated that the pres-
ence of the ethnic studies program,
through which students from various
racial groups learn to understand and
respect each other's differences, has
reduced significantly the possibility
of student unrest.

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Knowledgeable decision-making is a natural outgrowth of the classroom activities in the ethnic studies program.

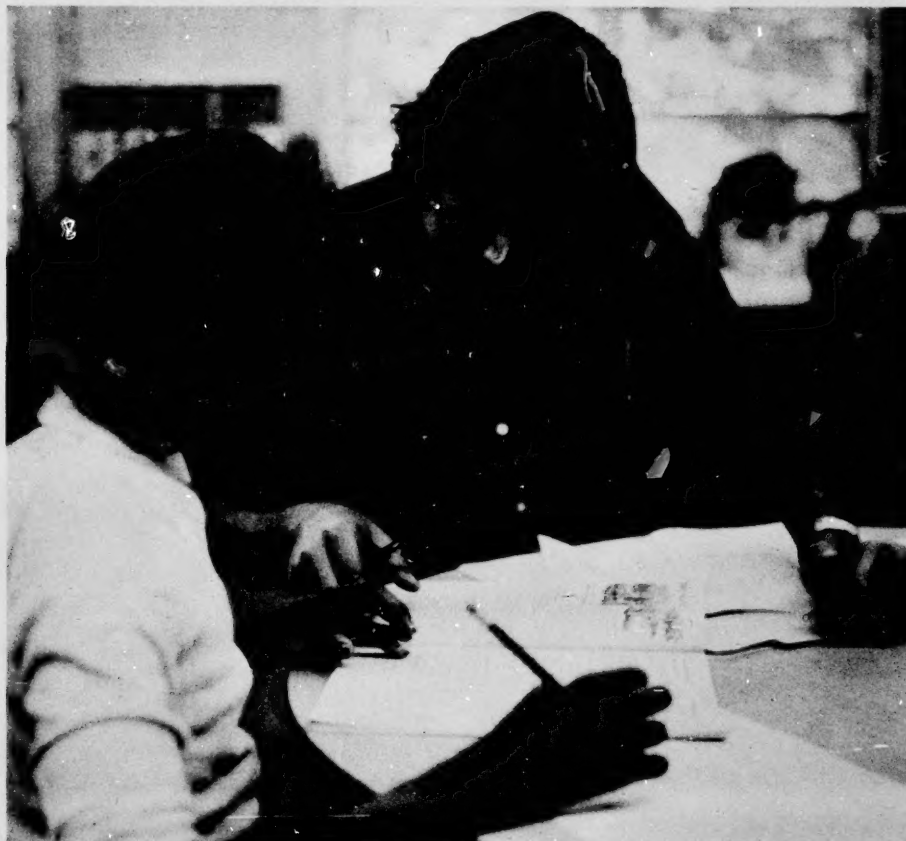
Mercedes

Migrant Farm Workers Find Tailor-made Program Ready For Their Children, Themselves

Each October and November hundreds of migrant farm workers return to their home base - in the Rio Grande Valley. Migrants who settle for their brief stay in Mercedes find waiting for them in the public schools a special program for their children that is both realistic and thorough. Students who wish to can not only complete their

year's work, but also can do it without falling behind other children their age.

The Mercedes ISD began the migrant program in 1965, and it has been operating in its present form for two years. It includes both 10-month and seven-month programs. The 10-month program



Teachers work with individual students in the migrant program, helping them keep up with their classmates.

begins with four-year-olds and continues through high school, while the seven-month program operates in grades one through five.

During the 1973-74 school year approximately 1,450 students were enrolled in the two programs. Some 20 teachers, including reading laboratory, Individually Prescribed Instruction (IPI) mathematics, and oral language development teachers, work with the students.

Title I Migrant, Elementary and Secondary Education Act (ESEA), funds and local money are used to finance the program, with some Title VII, ESEA (Bilingual), funds.

Staff members must be sensitive to the needs and aware of the special characteristics of the migrant child. They undergo almost constant inservice, with particular emphasis on awareness of the migrant child's experience.

Three points are considered when placing students in the migrant program: (1) their work the previous year, including completion of work by subject instead of by grade level; (2) transfer of records of present year work; (3) scores on criterion referenced and standardized tests administered by Mercedes ISD staff members.

Once placed, students then find many special aids available to them. They include, at all levels, medical, counseling, and clothing services. Physicals are given to prekindergarten and kindergarten students upon reference by teachers and/or school nurses as well as followup of identified health problems.

At the high school level, an after-school tutorial program is used to help students catch up on work they have missed. In the spring semester, students can work ahead and complete the year's work before the families move north in mid-April and early May. A peer tutorial program also helps students with problem subjects on a one-to-one up to a one-to-four basis.

Flexible scheduling allows for extra instruction in all subject areas.

Junior high programs include reading and English and IPI mathematics.

At the fifth grade level, IPI math and reading and oral language labs are in operation. Ten-month classes work with materials in all subject areas, and instruction is in small groups with emphasis on language development through oral language resource enrichment teachers.

Grades one through four work in reading labs and with IPI Math, but also get additional instruction in music, oral language development, and cultural development.

Bilingual programs are part of the migrant study for prekindergarten and first grade students.

Aides are used extensively to visit parents in homes and explain the migrant program, especially to parents of pre-kindergarten and kindergarten students. They also operate a book-lending program. Aides work with parents of high school students to explain and implement the peer tutorial and teacher tutorial program and to invite parents to visit in the schools.

A monthly meeting for parents is also held, with all programs done in both English and Spanish. A bilingual newsletter is circulated monthly, explaining the migrant and all other federally-funded programs in the district.

More materials are needed as the demand for quality, specially designed education programs for this group of students increases. Mercedes ISD board members and administrators are committed to meeting those needs.

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Edgewood

Bilingual Program Based On Developing Positive Image Of Learning, Self, Others

"Children entering school for the first time should have the opportunity to feel good about themselves and their future through the culture and language taught and used in the home."

This philosophy is the basis on which the bilingual program in the Edgewood (San Antonio) ISD is built, according to the director of the program. And since the population of the Edgewood district is almost 100 percent Mexican American, the culture and language of the Mexican American people are a fundamental part of each child's first experiences in school.

The 14-campus program, serving approximately 3,700 students, has 106 teachers at the 1-5 grade level, all bilingual. It began with a Title VII, Elementary and Secondary Education Act (ESEA), grant of \$425,000 and has an additional \$40,000 Title VII grant, matched with another \$40,000 from a private foundation, for implementation of that project.

The program has four components: curriculum development, staff development, parental involvement, and evaluation.

In the curriculum development component, materials are selected and/or written for use in the classroom. An important aspect of this component is its concern with determining that all material, whether written locally or commercially prepared, contains the language--the vocabulary--that is



typical of the community in which Edgewood exists.

The staff development component conducts almost constant inservice, emphasizing the philosophy of the program to the teachers, reviewing the teaching method, and preparing materials.

The parental involvement component is extensive. Parents who volunteer from all 14 campuses are paid minimum wage for 80 hours of special instruction in language, child development, juvenile delinquency identification, and other pertinent subjects. They then return to their home school areas and teach other adult volunteers, so that all are capable of performing basic tasks as aides.

Workshops for all volunteers are also held, giving instruction in such areas as using the library, handling audiovisual equipment, and making instructional aids.

The evaluation component provides thorough testing, using criterion referenced tests prepared by the staff. These provide placement information in Spanish, reading, and mathematics, and base line data for developing appropriate curriculum for the specific needs of the students.

The assessment instrument is also thoroughly evaluated. Edgewood ISD is one of 15 districts in the nation selected to provide succinct information on the results of the bilingual program.

"The bilingual approach to education is sound, and indicates that the use of the Spanish language should continue," say Edgewood officials. They cite the ongoing success of their program as evidence that this approach works.

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Independent study in the bilingual classroom allows students to pursue their own interests.

Point Isabel

Total Approach to Bilingual Education Produces Citizens Aware of Cultural Heritage

Spanish explorers, in their second stop on the mainland of the United States in the 1500s, sailed into a quiet bay on the Texas coast and went ashore where the small city of Port Isabel is now located. The Spanish/Mexican influence has been an important part of the character of that city since that time. Today 86 percent of the population in the Point Isabel ISD is Mexican American, and approximately 90 percent of the students in the public schools are Mexican American. Naturally, Spanish is spoken as much as English.

Recognizing this as a fact of life, the officials of Point Isabel ISD have developed a bilingual program that gives almost all students as much instruction in Spanish as in English in the first six grades. When students enter the first grade, they and their parents choose whether the students will enter a bilingual classroom where instruction is in both Spanish and English, or a traditional classroom where English is the dominant language. According to school officials, approximately 80 percent of the students choose the bilingual classes.

In the bilingual classes, all instruction is done in teams, with at least one of the two teachers fluent in Spanish and English. Each week students receive, in all subject areas, two days of instruction in English, two days in Spanish, with the fifth day a cooperative day in which both

teachers work with all students. When students leave the sixth grade, they are equipped to function effectively in a society that uses two languages--English and Spanish. And in the process, they have kept up with their peers, not falling behind because instruction was in a language not their own.

The Point Isabel program is partially funded through Title VII, Elementary and Secondary Education Act, funds. It is administered by a four-person staff: a director of federal programs, a bilingual program director, an evaluator, and a media director. The program has five major components: instruction, staff development, materials acquisition, community involvement, and program management.

The instruction component is divided into the bilingual and traditional units. It has been fully evaluated, including attention to language dominance and a comparison between the bilingual and controlled classrooms. Instruction in all six grades is given in English, Spanish, English as a second language, Spanish as a second language, and in mathematics, reading, science, and bicultural activities.

Special education students are mainstreamed into the regular program. Special education teachers, a language and learning disabilities teacher, and a speech therapist are available. Students are individually diagnosed and

assigned sessions with the teachers whose services they need.

Each teaching team has an aide; all are bilingual, and many are men. The aides are part of the Career Opportunity Program (COP), now in its third year in Point Isabel. If funds for the fourth year are approved, 14 of the 20 aides, almost all Mexican Americans, will receive their bachelor's degrees next year.

All teachers in the bilingual program receive 50 hours of special instruction. Under the federal bilingual grant, teachers receive stipends to attend a 30-hour summer session, where they get special help in such problem areas as Spanish language, Spanish as a second language, oral language development, and small group instruction. Another 20 hours of work come during the January inservice training period. Inservice is also provided for the COP aides.

A full-time specialist directs the materials acquisition component. This person works with teachers, providing them with supplies and equipment, and

helping develop guides and evaluate those in use.

The community involvement component includes an advisory council, a volunteer aide program, field trips for parents, classroom visitation (where the advisory council members visit classrooms and evaluate the programs), a bilingual newsletter, and home tasks (where students and parents work together to complete projects).

The community involvement component is evaluated twice a year, determining parents' knowledge of the program and their attitudes toward it.

The program management component oversees the operation of the entire program and supplies coordination with other programs in the school system.

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Individual students and their success in a pluralistic society is a goal of the program.

Dallas

English-Spanish Speaker Has Definite Advantage In Multicultural Society

In Texas, the student who speaks both English and Spanish has a special advantage. That is the premise underlying the Dallas ISD approach to bilingual education.

Operating in eight public elementary schools and two parochial schools, the bilingual program extends itself beyond the needs of the Mexican American student. Although 70 percent of

the students in the program are Mexican American, 15 percent are black, while the remaining 15 percent are of other races.

The Dallas program now extends through the fourth grade, with one grade added each year. It uses Title I and Title VII, Elementary and Secondary Education Act (ESEA), funds, as well as local money. There are 84 teachers (67 of them are Mexican American) and approximately 60 aides at work in the program. No special facilities are provided, but some equipment is available. Four of the eight public schools have special "parent rooms" where parent volunteers work to prepare classroom materials.

Overlapping programs provide the parttime services of reading teachers and speech therapists.

A special strength of the program is the emphasis upon staff development. Faculty members are required to complete a special Master of Arts degree at Southern Methodist University, where they study sociology, kindergarten methods and practices, children's literature, evaluation procedures, linguistics, and curriculum development. Inservice every two weeks provides additional instruction.

In addition to classroom teachers and aides, curriculum writers work in the program and prepare much of the material used in instruction. Students take either English as a second language



Bilingual education allows students to learn in two languages.

or Spanish as a second language, and also get Spanish instruction in science and social studies.

Two fulltime staff members work with parents through the bilingual advisory committee. Regularly scheduled community surveys provide information with questionnaires especially designed for specific family groups: Anglo parents, black parents, Spanish-speaking Mexican American parents, and English-speaking Mexican American parents. Through these surveys school officials hope to get a valid indication about how parents feel about what their children are getting from the program.

Evaluation of the program indicates these factors: students in the English as a second language portion progress more rapidly than the students in the Spanish as a second language portion;

and students in Kindergarten, 1, and 2 progress more rapidly than third grade students (much of this, according to the curriculum director, is due to the influx of new students at the third grade level who have not been in the program previously).

A process evaluation is ongoing, helping administrators determine the direction the program will take.

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Working in small groups, students drill in mathematics in a bilingual class. The result is citizens who speak two languages and who understand each other's heritage.

Need for Bilingual Secretaries Prompts School Officials To Begin Unique Program

Preparing students to be bilingual office workers is a logical step for the vocational office education program to take in a multicultural city such as Laredo. Such a program was begun in 1971, and the fact that all students who have completed it were able to choose from several job offers is indicative of the success it has encountered.

"Students who are in the program have a distinct advantage over secretaries who speak only English or Spanish," said the instructor in the program. "They are in demand to work in import agencies, hotels, banks, newspapers, federal agencies, law offices. These are all institutions that must deal daily with people who speak only one language, and the bilingual secretary can aid tremendously in the orderly transaction of business."

The program has been limited to one classroom, one teacher, and 25 students each semester. Students are recruited by counselors and other classroom teachers. To enter the program, students must complete one year of typing and Spanish I and II, and they must be at grade-level in English.

Students enter the program their junior year, and their work that year is confined to classroom and laboratory work. Their senior year they spend half time each week in class and laboratory, and the remainder of their hours working in various Laredo businesses and industries.

They receive instruction in typing, shorthand, business machines, accounting, and other related business subjects, with special emphasis on the Spanish language and English as a second language.

Much of the time of the director of the program is spent in working with employers and prospective employers. "A good understanding on the part of employers as to the scope and purpose of the program is essential," the instructor said, "so that students can participate and still have time to complete the regular requirements for high school graduation."

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Houston

Potential Dropout Reached Through Program Designed To 'Turn Them On' to Learning

Keeping the prospective dropout in school--not just filling a chair, but "turning on" to the program and to learning: This is the goal of the Contemporary Learning Center, an alternative high school in the Houston ISD. The Center is working to meet that goal for its students--and eventually for hundreds more students with like problems--by creating a new approach to teaching and learning that allows adequate time for students to master each course of study at individual rates and to have much to say about their own progress and instruction.

Opened in August 1973, the Center has a capacity of 250 students and is located in temporary buildings on the outer edge of the campus of Miller junior high.

A major objective of the center is to write a curriculum designed to challenge and interest the potential dropout, and to validate the curriculum, using the Center staff and students as the validating instrument.

This includes constant evaluation by students and teachers, and many of the programs are now being field tested by teachers on other HISD campuses. Studies are also underway to determine if there is an improvement in attendance records among Center students, and if holding power improves.

Students attend class in the Center until noon each day. Afternoons are reserved for staff work on developing the programs.

Students are recommended to the Center by teachers or counselors from 32 feeder schools in Houston's inner city. The criteria for enrollment include a history of absenteeism, two or more grade levels below the expected level in reading and/or mathematics, failure in two or more grades, a history of racial conflict, a history of truancy or suspension. They must be enrolled in school to be considered; students who have already dropped out are not eligible. The students' parents must be at the first interview in order for students to be considered for Center participation.

Staff members include 15 teachers, five aides, one counselor, one vocational counselor, one diagnostician, one social worker, two curriculum editors, and five student advocates (selected by the student body to represent them in all planning operations of the Center).

The original program for the Center was written by the curriculum and federal programs offices of HISD, and an Emergency School Assistance Act (ESAA) grant was used to get the Center started. Title III, Elementary and Secondary Education Act (ESEA), funds were also used.

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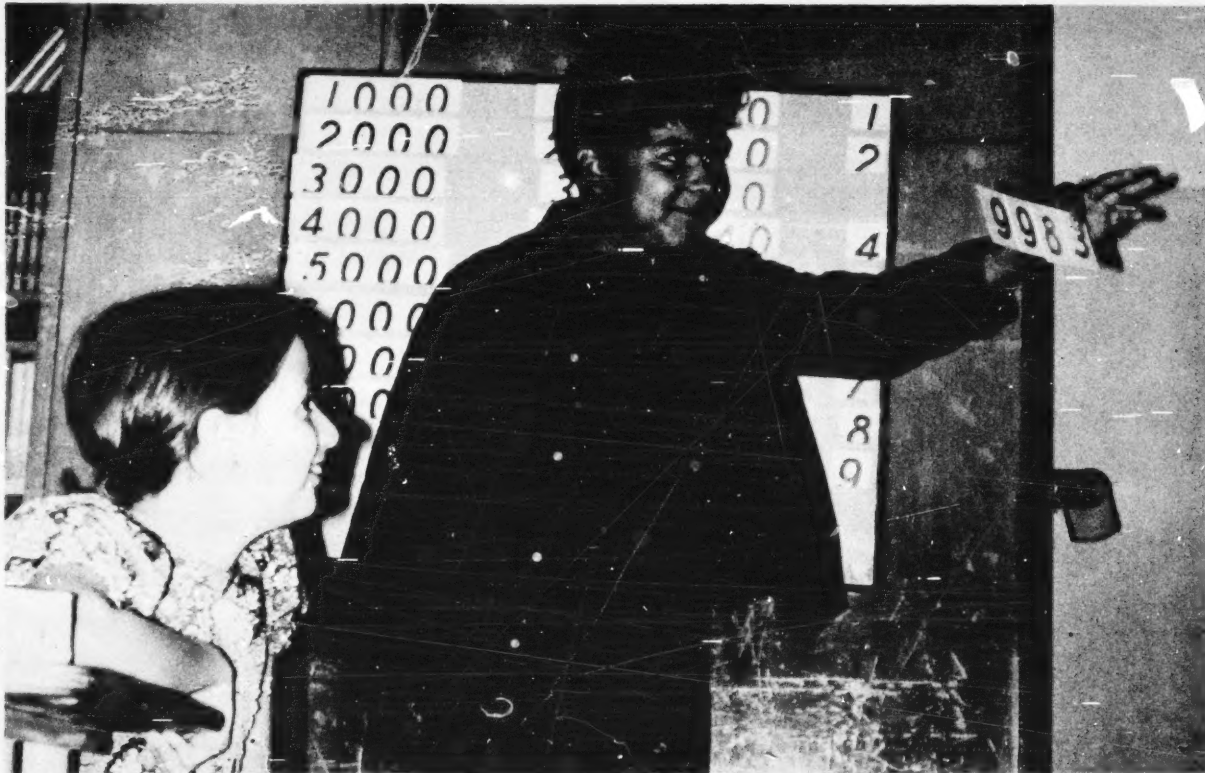
Vanguard Schools Provide Gifted Elementary Students With Alternative Approaches

In some school districts the gifted child--the rapid learner--is a segment of the student population whose unique needs are not being met by existing programs. Houston ISD is working to provide viable programs for the gifted elementary student through the Vanguard schools.

The Board of Trustees initiated the program in 1970 after parents in the district indicated the need was

there. Local funds were used, and it is still financed locally. Fourth, fifth, and sixth grade programs are located on the campuses of River Oaks and Pleasantville elementary schools, with a seventh grade program at Lanier junior high. At River Oaks, 300 students participate, with 12 teachers and three aides assigned to the program.

Students wanting to enter the program must be screened through seven



The Vanguard program allows students to proceed rapidly, selecting the programs and the activities that best fit the individual's learning style.

steps to be eligible. These factors are considered: (1) referral by a teacher or principal; (2) good attendance record; (3) good or explainable conduct; (4) grades; (5) high scores on standardized achievement tests and a personal characteristics scale. No IQ test is given, and scores on earlier IQ tests are not considered.

Once accepted students must sign an agreement, indicating that they will adhere to regulations regarding attitude and accomplishment. They then move through the program, advancing by achievement only; there is no "grade" acceleration.

The program is individualized to a large extent, and the students advance at their own rates through basic and enrichment courses. There is much attention to individual needs, and, with supervision, students determine much of their own curriculum. There is independent study and research; for instance, science classes are held each day, in which students work on projects they select and at their own rate. An extended fine arts program utilizes the services of community talent; field trips are numerous and provide opportunities for students to witness their own teachers performing. Instruction is available in several languages, and college and university students teach many of these courses. Extra tuition is charged for foreign language.

Parental involvement is widespread (the director stated that this is what got the program started and keeps it alive). Parent volunteers are the mainstays of the extensive individualized reading program.

The Vanguard program shares the campuses of regular schools, but the students are mixed for physical education only. However, the principals of the individual campuses exercise control over both programs, providing stability and ease of administration.

Resources include much electronic equipment, including video tape players,

closed circuit television, special labs and tapes, and access to a computer for mathematics classes.

Special teams provide instruction in science, physical education, and fine arts, and the entire curriculum is departmentalized.

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Independent study of topics of particular interest stimulates learning.

Corpus Christi

Statistics Prove Students Show Significant Increase In Reading Skills in Program

Concerned about data that showed students in the district were demonstrating reading skills below the level desired, officials of the Corpus Christi ISD decided to take positive steps to solve the problem.

The Reading Emphasis Program in grades one and two serves a population that is over 50 percent Mexican American. It was implemented in the fall of 1970 when 11 elementary schools, representing a cross-section of the city, were selected to pilot the program. A consultant was assigned to each of the schools to work each morning with primary teachers and pupils. The principal, the primary teachers, and the consultant worked together as a team

to establish a flexible reading program suitable to the needs of the students in each particular school.

The consultant-teacher team carefully examined the readiness scores of beginning students to determine initial reading instruction placement. As students progressed, a variety of diagnostic tests were given to ensure continuous progress through the levels of reading skills development. As the teaching team evaluated the results of the tests, students were grouped for instruction according to their individual needs. Groupings were flexible and included activities which promoted small group instruction, one-to-one instruction, pairs of students working together, individual instruction, and volunteer tutor instruction.

The results were a significant increase in reading scores and a continuing program that has been expanded to include 30 of the system's 42 elementary schools. That first year, scores on the SRA Achievement Test indicated that the pupils in the 11 schools exceeded the national average of 53 percent, scoring at the 61st percentile. The second year, before expansion to 30 schools, the students again exceeded the national average of 54 percent, scoring at the 59th percentile.

The expansion occurred in September 1972. Test results in May of 1973 showed that first year pupils in the 30 schools exceeded the national norm of 48 percent, scoring at the 57th percentile.



Reading problems get individual attention in the reading emphasis program.



Reading is encouraged when students select their own materials.

A major component of the program is the use of tutors. Volunteers spend at least 12 hours in a training session, learning about working with children and about reading instruction practices. They also get insight into the differences between tutoring and teaching.

During the fall semester of the 1973-74 school year, 146 trained tutors gave 2,275 volunteer hours to the reading emphasis program.

The district also maintains a Reading Center for Teacher Education. This provides a series of regularly scheduled reading inservice sessions equal to four teaching days for selected reading teachers at each grade level, grades 3 through 7 from all 42 elementary schools, plus public junior highs and 12 parochial schools. The Center provides special inservice,

assistance to individual teachers, tutor training sessions for volunteers, and access to special materials.

Title I, Title III, Elementary and Secondary Education Act (ESEA), and local budget funds have been used in the Reading Emphasis Program. "Reaction among teachers, principals, and the general public has been very good," according to the program director.

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Corsicana

Title I Reading Program Proves To Be Effective Way To Improve Basic Skills

Corsicana ISD got in on the ground floor of Title I, Elementary and Secondary Act, when they put their primary reading program into operation in the fall of 1965, the first year that Title I funds were available. Since that time the Corsicana program has grown to encompass students on nine campuses, including six elementary schools, two middle schools, and Corsicana High School.

The primary program now involves four special reading teachers, four reading aides, and approximately 500 students each semester. It is unusual in that students remain in their regular classrooms, and, in most cases, the reading teachers and aides go to them to provide the extra instruction and enriching experiences provided through the program.



Peer tutoring is an effective means of aiding the learning process and teaching responsibility.

Assignment to the program is based on criteria developed by the school. Corsicana officials have compiled a list of 10 identifying areas, ranging from inability to pay for school supplies to a pattern of failing grades. If students fit into any three or four of these areas, they are assigned to the reading program. They are pre-tested, and areas of deficiency are identified; testing continues until the students show evidence that they have improved their skills to the point where they can function easily in the regular program.

In the program, emphasis is on self-concept. In many cases classroom teachers, reading teachers, aides, Plan A teachers, and parents all meet together to develop the best possible program for the individual student.

Staff members (including the classroom teachers where students in the reading program are located) get released time to prepare, attend weekly meetings where overall operation of the program is planned, and hold conferences with parents. They have the fulltime assistance of the director of Title I reading program and the director of the resource center (located on the Fannin elementary school campus with daily deliveries of resource materials to all



Audio equipment is useful in helping students do extra or catchup work.

other campuses). Other facilities include a reading room in each building.

Evaluation includes the pretesting and posttesting for specific skills deficiency, and achievement testing, all converted into hard data, and all indicating that students generally improve reading skills significantly after participation in the program.

Title I and local funds are used. The racial makeup of the program is approximately 60 percent black, 3 percent Mexican American, and 37 percent "other."



Small group work continues to be a basic approach in teaching reading.

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Palestine

Helping Children Overcome Learning Disabilities Purpose Of Child Appraisal Center

A child who is experiencing difficulty in the classroom may need more help than the regular teacher can give. In Palestine there is someone who can assist.

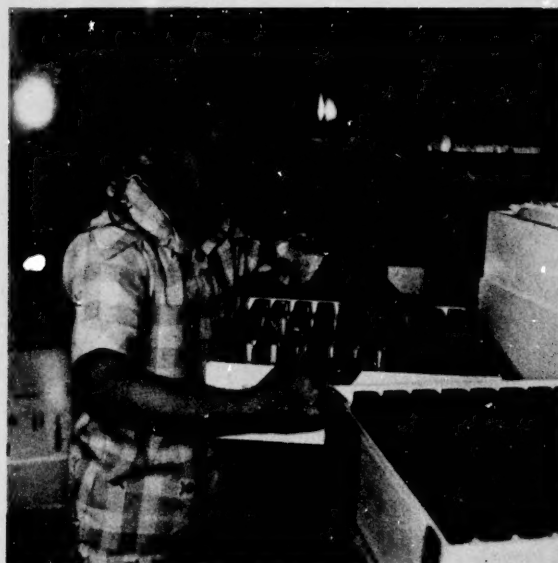
The Palestine ISD Child Appraisal and Learning Center offers a program designed to discover and solve these problems. The program aids the under-achiever, the unchallenged accelerated learner, and the student whose success is hindered because of a significant behavioral problem.

The Center operates in a child-centered atmosphere, attempting to free each student from the usual academic and social pressures. Its instruction

is totally individualized, attempting to meet each child's need and return the student to the normal classroom setting as soon as possible, equipped to work effectively in today's multicultural society.

Students are referred to the Center by classroom teachers after permission for the children to participate is received from the parents. (Parents are constantly kept informed about the progress the children are making and are included in conferences with Center personnel and classroom teachers.)

Students are then given standardized tests and informal assessments of academic ability, motor skills, and



Students in the Child Appraisal Center have access to all types of specially-designed equipment.

attitudes toward school and learning. Specialists at the Center write an educational prescription for each pupil, indicating in it what specific problems the child has, what steps need to be taken to overcome them, and to what level the child should advance while in the Center's program.

If the preliminary tests indicate more serious problems, the student is referred to the diagnostic component of the Center, where a complete psycho-educational evaluation is done. When testing and assessment are complete, the student is scheduled in the learning center for from one to three hours daily, depending on the seriousness of the problem.

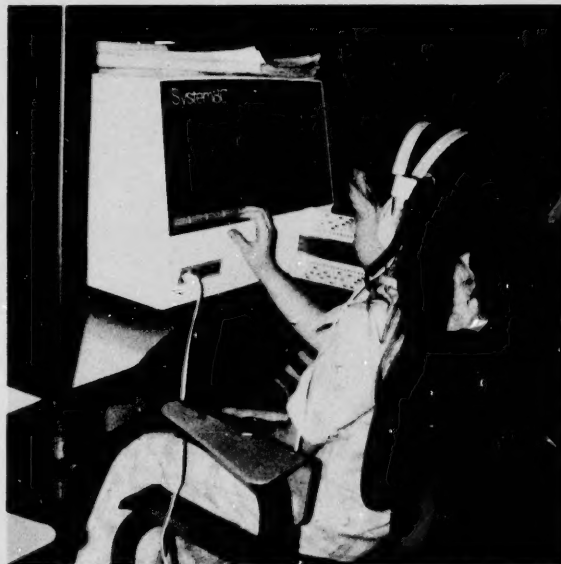
From that point students work in an atmosphere designed to provide them with immediate success. Center teachers reinforce strengths and self-confidence, and work to associate positive feelings with learning. When testing indicates that students have sufficiently overcome the problems to function effectively in the regular classroom, they leave the Center. However, evaluation of the Center's role in the students' development continues through regular contact with teachers and parents.

Center staff members are classroom teachers who have shown special talents in working with children with special problems and in individualizing their instruction. They have access to a large amount of special material, and are encouraged to qualify as language/learning disability teachers.

The Center is located in new facilities, built with the help of Emergency School Assistance Act (ESAA) funds, and located on the campus of Reagan elementary school. It includes the learning and motor skills labs, administrative offices, and a resource center. The program uses funds from Comprehensive Special Education, Title I, Elementary and Secondary Education Act (ESEA), and Emergency School Assistance Act.

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They are thus able to work alone and overcome learning disabilities, freeing the teacher to work with small groups or other individual students.

'Pearce Partners' Project Helps Junior High Students Understand Other People

"Pearce Partners is not just partners, or groups, or student council-- it's the way people feel about each other."

This comment from the organizer of the Pearce Partners program at Pearce junior high, Austin ISD, sums up the objective of the project. Now in its third year, Partners is credited with easing significantly the racial tension on the crowded northeast campus with a racial makeup of 20 percent black, 10 percent Mexican American, and 70 percent "other."

"The program offers the opportunity for black and white students to work together," says the director. "When they work together, they learn to understand and appreciate each other, and so learn to live together. The program was preventative to begin with; now it's developmental. We've prevented trouble from happening; now we're developing understanding and appreciation."

Students get into the program by picking their own partners (they must be of different races but of the same sex) and applying for membership. There were 60 pairs of Partners the first year; that doubled to 120 pairs the second year.

Program activities include discussion groups (65 were organized last year, with 12 people in each group), workshops (six last year, with 50 students in each one), and a rumor clinic,

which involves the Partners in stopping campus unrest before it develops. Enthusiasm is high. Applications for the Partners Advisory Council's 24 slots ran over 120 last year.

The director points to the involvement of parents as a carryover of the project.

"Parents have a difficult time having adverse feelings toward their children's friends," he says.

The project used Emergency School Assistance Act funds to get underway. Local funds are used now.

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Houston

'People Place' Contributes To Realization That People Of All Kinds Vital to U.S.

People Place--a collection of sights, sounds, experiences, all strange and exciting to elementary school students who attend racially isolated schools in the Houston ISD. But these students--5,400 of them during the center's first year of operation--leave People Place realizing that there is a world of difference--and a world of sameness--between their classmates and the people across the nation, across the ocean.

People Place is under the direction of the Citizen's for Good Schools Foundation, a private organization dedicated to promoting understanding and respect among people through knowledge of cultures and their interrelationships. They began the People Place project with a grant from the Emergency School Assistance Act. Students from 72 racially isolated schools in Houston's inner city go to the center in groups of 30 and, under the leadership of a teacher native to the country, visit the six classrooms depicting the culture of India, Africa, Japan, Germany, Mexico, and native America (with a summary "USA" room). There they hear music, play games, sample food, and see currency, art, clothing, maps, flags, artifacts, and a replica of a home, all native to the "country" they are visiting. When they leave, they are expected to recognize several basic cultural differences and contributions and be able to make definite comparisons.

Community involvement is high; an advisory council works with the center

staff, and parent volunteers are used to help maintain the facility, which is located on the Anson Jones Elementary School campus.

"People Place is the beginning of tomorrow, today," says the center director. "Through this program we hope to help eliminate minority group isolation, segregation, and discrimination. We hope to show the children who visit the center that people of all kinds live in our country and that people of all kinds can and have contributed to its greatness."

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